

Chapter 5.
Results and Discussion

5.1 Results and Discussion

The analysis of the primary data indicates that the years of experience a teacher has does significantly contribute to her effectiveness scores. From the categorization done in the primary data collected from secondary school teachers in Lucknow, it is evident that teachers with more than 5 years of experience display higher effectiveness levels than teachers with less than 5 years of experience.

While a detailed literature review did suggest that the other two factors, i.e., the gender of the teacher and the nature of the school she teaches in do impact her effectiveness as a teacher, our data suggests otherwise. Our data shows that the gender and the nature of the school are immaterial when looking for the effectiveness levels of the teacher.

Hence, for this particular analysis these two factors can be considered insignificant.

5.2 Limitations of the study

1. One prominent limitation of this study is the small and restricted sample size of merely 80 teachers. The small sample size makes it difficult to generalise the findings.
2. Not much can be said about the applicability of the above findings due to the limited sample size.
3. The study is restricted to secondary school teachers in Lucknow only.
4. The secondary school teachers have been chosen from the government and private schools only.

5.3 Scope for further study

To delve further into this study, the sample size can be increased, and a similar study can be undertaken on a larger scale. This will help materialise the findings and ensure applicability of the same.

Another approach to broaden the scope of this study can be by including a host of other factors that influence teacher effectiveness. Teacher effectiveness is understood as a function of multiple factors- both observable and implicit. While this study is restricted to just three factors, a plethora of other such factors can be factored in.

5.4 Policy prescriptions from the rest of the world

Teachers are the most important resource in schools today. Improving the efficiency, effectiveness and equity of schooling depends on ensuring that competent people want to work as teachers, that their teaching is of desirable quality and that high quality teaching benefits all students.

Evaluating the performance and impact of teachers is an integral part of ensuring their quality and effectiveness. Hence, any framework used to evaluate the effectiveness of teachers must prioritise the consequential impact on students.

Systems for teacher evaluation globe over vary from sophisticated national systems to localised, informal approaches. Major features of effective systems include a well-developed and coherent evaluation framework, multiple evidenced based dimensions, and utilise multiple methods and tools that are implemented by a well-trained workforce of evaluators. The quality, validity, and reliability of tools currently available vary significantly across countries and contexts.

An extensive review of currently available measures of teacher effectiveness include classroom observation, teaching performance portfolios, teacher interviews, performance and development interviews, peer ratings and student ratings. The influence of the teaching and learning environment, specifically the instructional context, curriculum and assessment systems, class size, facilities, and materials, are also considered by policymakers in implementing evaluation systems.

After a detailed study of the various policies used by the education departments across the globe, a look at the insights from the PISA Report on Effective teachers prescribes the following recommendations:

5.5 SYSTEM-LEVEL POLICY SETTINGS AND PRE-REQUISITES

- Standards for measuring teacher effectiveness must be evidence-based and support career progression.
- The evaluation system must separate the formative and summative evaluation of quality teaching.
- There needs to be a regulatory body in place to articulate and support evaluation and indulge in policy making in accordance with the results.
- Evaluative judgments with regards teacher effectiveness must be made against standards that are progressive across career.
- Further definitional work around teacher effectiveness and impact is needed, working towards a shared agreement on the definition of these terms.

5.6 FEATURES OF HIGH-QUALITY MEASURES OF TEACHER EFFECTIVENESS

A look at the multiple policies strongly recommends having a well-designed teacher effectiveness scale in place. This scale will serve as the basis for determining the effectiveness of teachers and must include the following features:

RESOURCES

- Measures need to reflect progressive development.
- Measures must be valid, reliable, consistent over time, and unbiased.
- Multiple methods of measurement need to be available and utilised simultaneously.

CONTEXT

- Measures must be adaptable to multiple contexts.
- Remote and various communities must be able to utilise measures.
- Multiple voices need to be considered, for example, student, teachers, and parents.

DIMENSIONS

- Instructional practice
- Skill and knowledge
- Professionalisation-consideration
- Teacher impact on educational community
- Student learning outcomes (cognitive and non-cognitive)

It can thus be concluded that teachers are the pivot of the entire education system. They have

in them the ability to expand students' limits and creativity. They are the future role models who can kindle the drive to succeed, giving the students a purpose for tomorrow. Considering the impact an effective teacher can have on her learners, it becomes imperative to make sure that our schools are staffed with such effective and efficient teachers. Education today, does not limit itself to the mere exchange of information. Instead, it has come to be understood as an array of dynamic activities.

This research study will hence contribute immensely in deciphering the impact of the above discussed teacher attributes, namely- years of experience, nature of the school i.e. private and government and the gender of the teacher on her level of effectiveness. This study has helped us conclude that a teacher's years of experience does impact her effectiveness levels. While the other observable characteristics- a teacher's gender and the nature of the school she teaches are insignificant, years of experience a teacher has does show a relationship with her teacher effectiveness levels.